

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

### 304 STEM

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON PUBLIC SCHOOLS	School: STEM SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS
Chief School Administrator: DR. DONNIE EVANS	Address: 61-127 Preakness Avenue, Paterson, NJ 07502
Chief School Administrator's E-mail: devans@paterson.k12.nj.us	Grade Levels: 9-12
Title I Contact: Marguerite Sullivan	Principal: Michael McGinley
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: mmcginley@paterson.k12.nj.us
Title I Contact Phone Number: 973 321-2331	Principal's Phone Number: 973 321-0507

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held \_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \_\_\_\_\_, which comprised \_\_\_\_\_% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_, which will comprise \_\_\_\_\_% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***\*Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Michael McGinley	Principal	X	X	X	
Dante Petretti	Supervisor	X	X	X	
Inez Drummond	Guidance Super	X	X	X	
Deborah Valdes	Teacher	X	X	X	
Carrie Patterson	Teacher	X	X	X	
Clarence Pierce	Parent Liaison	X	X	X	
Raed Dandan	Math Dept. Super	X	X	X	
Jason Rieder	Lang. Arts Chair.	X	X	X	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
	STEM Office	Comprehensive Needs Assessment	X		X	
	STEM Office	Schoolwide Plan Development	X		X	
	STEM Office	Program Evaluation	X		X	

*\*Add rows as necessary.*

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<b>What is the school's mission statement?</b>	To prepare every student through instructional conversations as well as interactive activities that stimulate curiosity, discovery, critical thinking, cooperation and collaboration, and leads to college and career readiness in the Science, Technology, Engineering, or Mathematics professions.
--	--

### VISION

**To create an environment that provides opportunities to motivate and encourage all our students to become lifelong learners. In addition, our program will prepare and guide future STEM professionals in an increasingly complex and technological society to actively contribute to their community.**

### STEM Core Beliefs

1. **Hands-on course work and instruction of the fundamentals of science, math and technology that encourages and develops higher order thinking.**
2. **Reading, writing, and vocabulary development directly connected to STEM fields is critical for future success.**
3. **Extended learning beyond the classroom is essential to explore and obtain real-life exposure and experience.**
4. **Real world application that utilizes knowledge and experience gained in the program can be used to provide interactive community service.**
5. **STEM students recognize they are part of a community of scholars and their individual success is directly connected to their personal effort.**

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Yes. The program was implemented as planned

2. What were the strengths of the implementation process?

Students were given multiple opportunities to address and correct academic deficiencies.

3. What implementation challenges and barriers did the school encounter?

An on-going challenge and barrier is the lack of a bilingual support for Bengali ESL students. In addition, technology continued to be a problem with poor wifi coverage, and with equipment that worked sporadically.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The strength of the programs was the flexibility in working through and completing the process. A weakness was the lack of technical support, parent support, and poor student performance or participation on the part of the students.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Information was provided through multiple means that clearly explained the necessity for the programs. The ultimate impact on the student's ability to graduate with a diploma was also instrumental in receiving buy-in.

## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

The perception of the staff is that students are given every opportunity possible to be academically successful, with multiple ways of arriving at positive results and outcomes. On-going opportunities are available to provide verbal and written feedback.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The perception of the community was that the plans were helpful in assisting to provide additional assistance to students that were not successful in passing the HSPA, or meeting graduation requirements. Back to School Night, Report card nights, Parent conferences with the affected students, parent liaison conversations.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

There were multiple ways the programs were delivered: Individual instruction, on-line independent instruction, one-to-one instruction, small group instruction, large-group instruction

9. How did the school structure the interventions?

Interventions were structured after reviewing each student's individual needs or requirements. The program that best met the student's needs were implemented.

10. How frequently did students receive instructional interventions?

Students received opportunities for instructional interventions daily, and on many Saturdays.

11. What technologies did the school use to support the program?



## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

Smart boards, assemblies, student computers, Read 180, Plato credit recovery, HSPA boot camps.

12. Did the technology contribute to the success of the program and, if so, how?

Yes. Having the opportunity to use technology to individualize the programs of instruction allowed the programs to be tailored to each student's needs, requirements, and time availability.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Student Performance

#### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12	31	19	HSPA courses. HSPA afterschool and Saturday program. Credit Recovery	Out of the 31 students who did not demonstrate proficiency in the March 2015 testing window 19 remained not proficient.  7 of the 19 students that did not demonstrate proficiency are bilingual Bengali students, and we do not have any Bengali support teachers.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 7				
Grade 8				
Grade 11				
Grade 12	47	47	HSPA courses. HSPA afterschool and Saturday program. Credit Recovery	Out of the 47 students who did not demonstrate proficiency in the March 2015, all were deemed proficient via the JPM or EPP process.  Many students that were not proficient are Bengali students with limited English, and we do not have bilingual or ESL Bengali language support.

### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9		129	Strategic Reading (Read 180)	Students in the Read 180 program demonstrated growth in reading. The amount of growth varied by student. Out of 129 students tested in the fall 30% required intervention. In the Spring testing window only 23% required intervention.  17% of the students on watch during the fall testing

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

				<p>window decrease to 13%.</p> <p>STEM achieved an 8% increase in the number of students At/Above Benchmark on the Star Assessment from the fall to the spring testing period.</p>
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9			Extended year Algebra I	<p>Students in extended year Algebra demonstrated growth in Algebra, but the growth varied greatly. Students in the Read 180 program demonstrated growth in reading. The amount of growth varied by student.</p> <p>Out of 43 students tested in the fall 9 students required intervention. After the Spring testing window only 3 students (7%) required intervention.</p> <p>9 (21%) of the students were on watch during the fall testing window. This number decreased to 3 students (7%) after the spring testing window.</p> <p>STEM achieved a 38% increase in the number of students At/Above Benchmark on the Star Assessment from the fall to the spring testing period.</p>

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

Grade 10				
----------	--	--	--	--

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Read 180 SAT Prep courses HSPA afterschool & Saturday programs Credit recovery	Yes	50% Passed the HSPA LA	HSPA scores STAR Renaissance scores Unit Assessment scores
Math	Students with Disabilities	Extended year Alg. SAT Prep courses HSPA afterschool & Saturday programs Credit recovery	Yes	50% Passed the HSPA Math	HSPA scores STAR Renaissance scores Unit Assessment scores
ELA	Homeless	Bilingual Math courses Developmental ESL Supplemental ESL	Yes	10% Passed HSPA LA	HSPA scores STAR Renaissance scores Unit Assessment scores
Math	Homeless	Bilingual Math courses Developmental ESL Supplemental ESL	Yes	10% Passed HSPA Math	HSPA scores STAR Renaissance scores Unit Assessment scores
ELA	Migrant	Bilingual Math courses Developmental ESL Supplemental ESL	Yes	10% Passed HSPA LA	HSPA scores STAR Renaissance scores Unit Assessment scores
Math	Migrant	Bilingual Math courses Developmental ESL Supplemental ESL	Yes	10% Passed HSPA Math	HSPA scores STAR Renaissance scores Unit Assessment scores

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Bilingual Math courses Developmental ESL Supplemental ESL	Yes	All students that took the HSPA achieved proficiency via the test or the approved alternatives.	HSPA scores STAR Renaissance scores Unit Assessment scores
Math	ELLs	Bilingual Math courses Developmental ESL Supplemental ESL	Yes	All students that took the HSPA achieved proficiency via the test or the approved alternatives.	HSPA scores STAR Renaissance scores Unit Assessment scores
ELA	Economically Disadvantaged	Read 180 SAT Prep courses HSPA afterschool & Saturday programs Credit recovery	Yes	While the report does that break the results based on the 12 graders who are economically disadvantaged.  Out of the 110 11 graders that took the HSPA March 2014 102 were economically disadvantaged.	HSPA scores STAR Renaissance scores Unit Assessment scores
Math	Economically Disadvantaged	Extended year Alg. SAT Prep courses HSPA afterschool & Saturday programs Credit recovery	Yes	The report does not break down the results based on the 12 graders who are economically disadvantaged.  Out of the 110 11 graders who took the HSPA March 2014 102 (92%) were economically	HSPA scores STAR Renaissance scores Unit Assessment scores

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				disadvantaged.	
ELA		Read 180 SAT Prep courses HSPA afterschool & Saturday programs Credit recovery	Yes	All students that took the HSPA achieved proficiency via the test or the approved alternatives.	HSPA scores STAR Renaissance scores Unit Assessment scores
Math		Extended year Alg. SAT Prep courses HSPA afterschool & Saturday programs Credit recovery	Yes	All students that took the HSPA achieved proficiency via the test or the approved alternatives.	HSPA scores STAR Renaissance scores Unit Assessment scores

### Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the observation process	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and Objectives	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the observation process	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and Objectives	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above.
ELA	Homeless	Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the observation process.	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and Objectives	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above.
Math	Homeless	Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the observation process.	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and Objectives	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above.
ELA	Migrant	Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		classroom, teacher practice and the observation process.		engagement. Improved DOLs and Objectives.	100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above.
Math	Migrant	Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the observation process	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and Objectives.	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above.
ELA	ELLs	Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the observation process	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and Objectives.	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above.
Math	ELLs	Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the observation process	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and Objectives.	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above.
ELA	Economically	Professional Dev.	Yes	Walkthrough results.	100% of weekly lesson plans include properly

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the observation process		Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and Objectives.	written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above.
Math	Economically Disadvantaged	Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the observation process	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and Objectives.	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above.
ELA		Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the observation process	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and Objectives.	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated effective or above.
Math		Professional Dev. Focusing on student engagement, objectives and DOLs, Increased rigor in the classroom, teacher practice and the	Yes	Walkthrough results. Improved lesson plans that are rigorous Increased student engagement. Improved DOLs and	100% of weekly lesson plans include properly written DOLs and objectives. 100% of weekly lesson plans include activities that maximize student engagement. 100% of weekly lesson plans are rigorous. 40 of the 43 returning teachers were rated

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
		observation process		Objectives.	effective or above.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average
Math	Students with Disabilities	Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average
ELA	Homeless	Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average
Math	Homeless	Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average
ELA	Migrant	Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average
Math	Migrant	Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average
ELA	ELLs	Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average
Math	ELLs	Transcript review	Yes	Increased student	% graduation rate.

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		conferences		achievement. Increased graduation rates.	Over 90.1% attendance rate average
ELA	Economically Disadvantaged	Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average
Math	Economically Disadvantaged	Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average
ELA		Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average
Math		Transcript review conferences	Yes	Increased student achievement. Increased graduation rates.	% graduation rate. Over 90.1% attendance rate average

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

---

Principal's Name (Print)

---

Principal's Signature

---

Date

***ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). ”***

## **2015-2016 Comprehensive Needs Assessment Process**

### ***Data Collection and Analysis***

#### **Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016**

<b>Areas</b>	<b>Multiple Measures Analyzed</b>	<b>Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)</b>
Academic Achievement – Reading	HSPA-STAR-Unit Assessments	HSPA General 93.67 Prof and above.
Academic Achievement - Writing	HSPA-STAR-Unit Assessments	HSPA General 93.67 Prof and above.
Academic Achievement - Mathematics	HSPA-STAR-Unit Assessments	HSPA General 75% Prof. and above
Family and Community Engagement	Parent Feedback from a questionnaire	Less than 5% of parents participated in the survey
Professional Development	PD Focused on teacher practice	98% of teachers were trained in the Teacher Observation process as required by TeachNJ, and AchieveNJ
Homeless	N/A	N/A
Students with Disabilities	HSPA-STAR-Unit Assessments	50% Prof. and above in Language Arts 50% Prof. and above in Math
English Language Learners	HSPA-STAR-Unit Assessments	38% Prof. and above in Language Arts 7% Prof. and above in Math
Economically Disadvantaged	HSPA-STAR-Unit Assessments	11 <sup>th</sup> Grade 1 <sup>st</sup> time testers - L. Arts 92.7%; Math 92.7%
School Climate and Culture	Parent Conferences-Survey	Limited Feedback from Stakeholders
Leadership	Observation Results	Change in Administration
School-Based Youth Services	21 <sup>st</sup> Century afterschool program	Outside Vendor

#### **2015-2016 Needs Assessment Process**



### ***Narrative***

**1. What process did the school use to conduct its needs assessment?**

After review of the HSPA, STAR Assessment data, marking period grades, attendance as well as cut/tardy statistics, it was identified that student achievement in Language Arts and Mathematics are our priority problems. Two additional priority problems, to increase graduation rate and student attendance, were identified by the District. These are the same needs identified last year

**2. What process did the school use to collect and compile data for student subgroups?**

Individualized baseline data for STEM sub-groups was gathered, disaggregated, and disseminated to stakeholders. Stakeholders met to analyze and then assess trends.

**3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?<sup>1</sup>**

The data is valid and reliable because HSPA scores are standardized and the Renaissance STARS assessment is used nationally.

**4. What did the data analysis reveal regarding classroom instruction?**

Data regarding classroom instruction as identified from walk through reports gathered from September 2013 through April 2014 revealed the following:

- a. 90% of the teachers post objectives that are aligned to the curriculum, 8% post objectives that are not aligned to the curriculum, and 2% did not post objectives
- b. 75% of the teachers post DOLs aligned to the curriculum, 4% post DOLs that are not aligned to the curriculum, and 5% did not post DOLs
- c. Only 20% of the teachers articulated the learning objectives, 5% partially articulated
- d. Most of the classroom instruction was being presented traditionally
- e. Most common problem among many classes was the lack of student engagement

**5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?**

Professional development has been primarily driven by the District. While needs are identified and noted as priorities, professional development opportunities during District days this year were driven by the teacher observation/evaluation process, as it was last year.

**6. How does the school identify educationally at-risk students in a timely manner?**

Students entering ninth grade are academically identified and then placed into the appropriate courses based on their NJ ASK scores. The ninth graders are also placed into Strategic Reading based on their SRI scores. If these measures are not successful students are

---

<sup>1</sup> Definitions taken from Understanding Research Methods” by Mildred Patten

Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

considered for alternate placement programs. Tenth, eleven, and 12<sup>th</sup> grade students are identified through student outcome results in HSPA, STARS assessment, Unit Assessment, marking period grades as well as daily attendance reports.

**7.** How does the school provide effective interventions to educationally at-risk students?

STEM students are assisted by a counselor as well as a parent coordinator. Students are also referred to I.R. & S. for specialized services and the School-Based Teen Center. Programs such as Credit Recovery and Twilight support students unable to function in the regular classroom instruction settings.

**8.** How does the school address the needs of migrant students?

N/A

**9.** How does the school address the needs of homeless students?

Division of Youth and Family Services collaborate with school counselors and administrators to address individual student needs.

**10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are provided with a “conference” period during their school day to review assessments as well as student work. Also, teachers have the opportunity to review student assessments using Performance Matters.

**11.** How does the school help students transition from middle to high school?

Freshmen orientation and summer programs assist student with their transition to high school.

**12.** How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

Priority problems were selected based on data analysis and the District’s priorities are improvement of student attendance and the graduation rate.

**2015-2016 Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them***

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts Literacy	Mathematics
Describe the priority problem using at least two data sources	STEM students perform poorly on state-wide standardized tests i.e. HSPA. LAL teachers need professional development in implementing strategies to address the needs of students who are below grade-level for a variety of reasons.	STEM students perform poorly on state-wide standardized tests i.e. HSPA. Math teachers need professional development in identifying deficiencies in clusters and utilizing student portfolios.
Describe the root causes of the problem	Students are entering high school reading and writing below grade level as indicated in NJASK, SRI Scores and STARS Assessments. Stem only offers ESL services in Spanish and Arabic, and there are over 50 different native languages represented in the school. Teachers do not have sufficient training in addressing the needs of the diverse learners, most of who are below grade level.	Students are entering high school reading below grade level as indicated in NJASK, SRI Scores and STARS Assessments. Stem only offers ESL services in Spanish and Arabic, and there are over 50 different native languages represented in the school. Teachers do not have sufficient training in addressing the needs of the diverse learners, most of who are below grade level.
Subgroups or populations addressed	ELL, Special Education, Latino students.	ELL, Special Education, Latino students.
Related content area missed	STEM students perform poorly on state-wide standardized tests i.e. HSPA. LAL teachers need professional development in implementing strategies to address the needs of students who are below grade-level for a variety of reasons.	STEM students perform poorly on state-wide standardized tests i.e. HSPA. Math teachers need professional development in identifying deficiencies in clusters and utilizing student portfolios.
Name of scientifically research based intervention to address priority problems	Read 180-Strategic Reading	Extended Yr. Algebra

How does the intervention align with the Common Core State Standards?	Skills from the aforementioned programs are aligned with the standards.	Skills from the aforementioned programs are aligned with the standards.
	<b>#3</b>	<b>#4</b>
Name of priority problem	School and Community Involvement	Alignment to a STEM-based Pathway and curriculum
Describe the priority problem using at least two data sources	Parent attendance at Report Card Night sign in sheets, Back to School, and school meetings was less than 5%, teacher sign in sheets.	Analysis of the current program. CSSR Consultant review of the program.
Describe the root causes of the problem	Parents have indicated work, transportation, and language are a barrier to increased involvement.	The STEM Program used to be a school-within-a-school prior to separation into academies with about 250 students. The STEM Academy is now a school choice with over 600 students in a school space designed to accommodate 300-350 students
Subgroups or populations addressed	ELL - Spec. Ed. - General Ed.	ELL - Spec. Ed. - General Ed.
Related content area missed		STEM Curriculum alignment
Name of scientifically research based intervention to address priority problems	Notices will appear in multiple languages. Interpreters will be recruited for translation of information at events or meetings.	CSSR Consultant conducted a complete review of the program. A Review and proposal was submitted for review and consideration
How does the intervention align with the Common Core State Standards?	?	?

## **2015-2016 Comprehensive Needs Assessment Process\***

### ***Narrative***

***\*Provide a separate response for each question.***

1. What process did the school use to conduct its needs assessment?

After review of the HSPA, STAR Assessment data, marking period grades, attendance as well as cut/tardy statistics, it was identified that student achievement in Language Arts and Mathematics are our priority problems. Two additional priority problems, to increase graduation rate and student attendance, were identified by the District. These are the same needs identified last year

2. What process did the school use to collect and compile data for student subgroups?

Individualized baseline data for STEM sub-groups was gathered, disaggregated, and disseminated to stakeholders. Stakeholders met to analyze and then assess trends.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The data is valid and reliable because HSPA scores are standardized and the Renaissance STARS assessment is used nationally.

4. What did the data analysis reveal regarding classroom instruction?

Data regarding classroom instruction as identified from walk through reports gathered from September 2013 through April 2014 revealed the following:

a. 90% of the teachers post objectives that are aligned to the curriculum, 8% post objectives that are not aligned to the curriculum, and 2% did not post objectives

b. 75% of the teachers post DOLs aligned to the curriculum, 4% post DOLs that are not aligned to the curriculum, and 5% did not post DOLs

c. Only 20% of the teachers articulated the learning objectives, 5% partially articulated

d. Most of the classroom instruction was being presented traditionally

e. Most common problem among many classes was the lack of student engagement

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Professional development has been primarily driven by the District. While needs are identified and noted as priorities, professional development opportunities during District days this year were driven by the teacher observation/evaluation process, as it was last year.

6. How does the school identify educationally at-risk students in a timely manner?

Students entering ninth grade are academically identified and then placed into the appropriate courses based on their NJ ASK scores. The ninth graders are also placed into Strategic Reading based on their SRI scores. If these measures are not successful students are considered for alternate placement programs. Tenth, eleven, and 12th grade students are identified through student outcome results in HSPA, STARS assessment, Unit Assessment, marking period grades as well as daily attendance reports.

7. How does the school provide effective interventions to educationally at-risk students?

STEM students are assisted by a counselors as well as a parent coordinator. Students are also referred to I.R. & S. for specialized services and the School-Based Teen Center. Programs such as Credit Recovery and Twilight support students unable to function in the regular classroom instruction settings.

8. How does the school address the needs of migrant students?

N/A

9. How does the school address the needs of homeless students?

Division of Youth and Family Services collaborate with school counselors and administrators to address individual student needs.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are provided with a “conference” period during their school day to review assessments as well as student work. Also, teachers have the opportunity to review student assessments using Performance Matters.

11. How does the school help students transition from middle to high school?

Freshmen orientation and summer programs assist student with their transition to high school.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

Priority problems were selected based on data analysis and the District’s priorities are improvement of student attendance and the graduation rate.

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

*\*Use an asterisk to denote new programs.*

***ESEA §1114(b)(1)(B) strengthen the core academic program in the school;***

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
STARS Assessments; READ 180; professional development	ELA	All Students	Language Arts Dept. Chair, Supervisor, Principal	Results of HSPA scores, STARS Assessments, Student portfolios, marking period grades.	All students who score below 1050 on the SRI are placed in a double period READ 180 Program, a research based, individualized, interactive reading program. < <a href="http://read180.scholastic.com/reading-intervention-program/about">http://read180.scholastic.com/reading-intervention-program/about</a> >
STARS Assessments; Extended year Algebra I; professional development	Mathematics	All Students	Math Dept. Chair, Supervisor, Principal	Results of HSPA Scores, STARS Assessments, Student portfolios, marking period grades.	Students who score poorly on the Alg. Readiness test are placed into Extended year algebra class that follows the recommendations outlined in the following publication: < <a href="http://ies.ed.gov/ncee/WWC/pdf/practice_guides/rti_math_pg_042109.pdf#page=27">http://ies.ed.gov/ncee/WWC/pdf/practice_guides/rti_math_pg_042109.pdf#page=27</a> > Additionally, the STARS Assessments will be given quarterly to determine student growth. Math teachers of Algebra I will receive training on content and pedagogy with the Institute for Learning in collaboration with the Math Department and receive 3 sets of related lessons. Math Supervisors will also provide job-embedded professional development to support the conceptual based model in mathematics and build teacher capacity during Professional Learning Communities (PLC). The district will be using and analyzing 5 Unit Assessments for Algebra I, Algebra II, and Geometry as well as Performance Based Assessments with the

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) strengthen the core academic program in the school;***

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					Unit Assessments and more aligned to PARCC.
		Homeless  Migrant N/A	School based teen-center	Results of HSPA Scores, STARS Assessments, Student portfolios, marking period grades.	See above
		ELLs	World Language Dept. Chair	Results of HSPA Scores, STARS Assessments, Student portfolios, marking period grades.	See above
		Students with Disabilities	Child Study Team	Results of HSPA Scores, STARS Assessments, Student portfolios, marking period grades.	See above

Use an asterisk to denote new programs.



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Before and after school tutoring Twilight Credit Recovery HSPA Saturday Morning	ELA	All Students	Credit recovery supervisor, Lead teachers  Principal	Results of HSPA Scores, STARS Assessments, Student portfolios, marking period grades. Increase in graduation rate Increase in student attendance	Credit Recovery and Proficiency-Based Credit: Maintaining High Expectations While Providing Flexibility. The Progress of Education Reform. Volume 12, Number 3 <a href="http://www.ecs.org/clearinghouse/94/23/9423.pdf">http://www.ecs.org/clearinghouse/94/23/9423.pdf</a>
Before and after school tutoring Twilight Credit Recovery HSPA Saturday Morning	Mathematics	All Students	Credit recovery supervisor, Lead teachers  Principal	Results of HSPA Scores, STARS Assessments, Student portfolios, marking period grades. Increase in graduation rate Increase in student attendance	Credit Recovery and Proficiency-Based Credit: Maintaining High Expectations While Providing Flexibility. The Progress of Education Reform. Volume 12, Number 3 <a href="http://www.ecs.org/clearinghouse/94/23/9423.pdf">http://www.ecs.org/clearinghouse/94/23/9423.pdf</a>
Before and after school tutoring Twilight Credit Recovery HSPA Saturday Morning	All content areas	All Students	Credit recovery supervisor, Lead teachers  Principal	Results of HSPA Scores, STARS Assessments, Student portfolios, marking period grades. Increase in graduation rate Increase in student attendance	See above
Before and after	All content	Homeless	Credit	Results of HSPA Scores, STARS	See above

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
school tutoring Twilight Credit Recovery HSPA Saturday Morning	areas	Migrant	recovery supervisor, Lead teachers  Principal	Assessments, Student portfolios, marking period grades. Increase in graduation rate Increase in student attendance	
Before and after school tutoring Twilight Credit Recovery HSPA Saturday Morning	All content areas	ELLs	Credit recovery supervisor, Lead teachers  Principal	Results of HSPA Scores, STARS Assessments, Student portfolios, marking period grades. Increase in graduation rate Increase in student attendance	See above
Before and after school tutoring Twilight Credit Recovery HSPA Saturday Morning	ELA	Students with Disabilities	Credit recovery supervisor, Lead teachers  Principal	Results of HSPA Scores, STARS Assessments, Student portfolios, marking period grades. Increase in graduation rate Increase in student attendance	Credit Recovery and Proficiency-Based Credit: Maintaining High Expectations While Providing Flexibility. The Progress of Education Reform. Volume 12, Number 3 ( <a href="http://www.ecs.org/clearinghouse/94/23/9423.pdf">http://www.ecs.org/clearinghouse/94/23/9423.pdf</a> )

***\*Use an asterisk to denote new programs.***

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

**ESEA §1114 (b)(1)(D)** In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
	ELA				
	Mathematics				
		Homeless Migrant			
		ELL			
		Students with Disabilities			

***\*Use an asterisk to denote new programs.***

**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

### **Evaluation of Schoolwide Program\***

**(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)**

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Principal, Vice Principal, Supervisor, Depart. Chair(s), teacher rep.(s), Guidance., parent Liaison. Will the review be conducted internally (by school staff), or externally?  
The review is conducted internally, by School Administration, Faculty and Staff.
2. What barriers or challenges does the school anticipate during the implementation process? Obtaining a Bengali certified Bilingual/ESL teacher for Language Arts and Math will continue to be a problem. Also, finding interpreters will be difficult.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Increased publicity and opportunities to form community and business-based connections will broaden our public presence drawing increased attention.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?  
A survey form or questionnaire will be use to gauge the perception of the staff.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? A survey form or questionnaire will be use to gauge the perception of the community.
6. How will the school structure interventions? The structure interventions are both during school hours, after school hours, online opportunities, Saturdays.
7. How frequently will students receive instructional interventions?  
The students receive instructional intervention daily and during outside times contingent upon available funding.
8. What resources/ technologies will the school use to support the schoolwide program? STEM is going to Pilot a Technology Zone project to increase technology in our program.

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Standardized test results, written and verbal feedback, surveys, exit evaluations.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Once all data is collected it will be translated and sent home, it will be posted on the STEM Website.

***\*Provide a separate response for each question.***

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the communities, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Name of Strategy</b>	<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)</b>
*Transcript review conferences	ELA		Counselor Principal Dept. Chairs Supervisor V. Prin.	Student achievement, increase in graduation rate to 99% Student attendance Suspension rate Parent involvement	Identified as a Best Practice
*Transcript review conferences	Mathematics		Counselor Principal Dept. Chairs Supervisor V. Prin.	Student achievement, increase in graduation rate to 99% Student attendance Suspension rate Parent involvement	Identified as a Best Practice
*Transcript review conferences		Homeless Migrant	Counselor Principal Dept. Chairs Supervisor V. Prin.	Student achievement, increase in graduation rate to 99% Student attendance Suspension rate Parent involvement	Identified as a Best Practice
*Transcript review conferences		ELL	Counselor Principal Dept. Chairs Supervisor	Student achievement, increase in graduation rate to 99% Student attendance Suspension rate	Identified as a Best Practice

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
			V. Prin.	Parent involvement	
*Transcript review conferences		Students with Disabilities	Counselor Principal Dept. Chairs Supervisor V. Prin.	Student achievement, increase in graduation rate to 99% Student attendance Suspension rate Parent involvement	Identified as a Best Practice

*\*Use an asterisk to denote new programs.*

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The program brings parents and guardians into the schools to keep informed of their child's progress toward graduation.

The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University, and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve, and to coordinate the access of resources to parents to increase student achievement

2. How will the school engage parents in the development of the written parent involvement policy?

We intend to include parents in the development of the written parent involvement policy during Home School Council meetings. Parents will be engaged in the development of their parent involvement policy via school based PTOs, District-Wide PTO Leadership activities and School-based Action Teams.

3. How will the school distribute its written parent involvement policy?

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

The parent involvement policy will be mailed home to each family through the USPS. We will also post the plan on the school's website. We will also send a copy home with each student and require that the parents sign an acceptance of the policy. We will use Parentlink to send messages home to parents informing them of this procedure. The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/ or main office if needed.

4. How will the school engage parents in the development of the school-parent compact? This is done through the District's Office of Community Involvement. Parents will be engage in the development of the school-parent compact through involvement in their school-based PTO and school-based Action Team.

5. How will the school ensure that parents receive and review the school-parent compact? We will send the compact home with the student and require that students return it with the parent signature. We will send out Parentlink messages to inform parents of the procedure. Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school –compact will be available in the school's parent center and/or main office. The Compact will also be accessible via the district and school Website.

6. How will the school report its student achievement data to families and the community? The school will report its student achievement data by conducting home School Council meetings, data presentations at Back to School Nights, Report Card Nights.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? A mailing will be sent home with the students and we will utilize Parentlink to inform parents to expect the document from the student.

8. How will the school inform families and the community of the school's disaggregated assessment results? The school will inform families and the community by conducting Home School Council meetings, data presentations at Back to School Nights, Report Card Nights.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?



<b>SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT</b>

Through Home School Council meetings, data presentations at Back to School Nights, Report Card Nights. The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of PTO leaders, district Staff members and community stockholders

10. How will the school inform families about the academic achievement of their child/children?

Families will be informed about the academic achievement of their children at Back to School nights as well as calls from individual teachers.

11. On what specific strategies will the school use its 2013-2014 parent involvement funds?

Parent Involvement funds were utilized by the Principal of Operations and the School Climate person. Strategies will be driven by School-based action team activities that are developed in conjunction with parents, community stakeholder, and school-based staff. In addition, when possible, exposure activities for parent such as local Family College Tours. The school will continue to support access to parent education programs via the district's Paterson Parent University programs, School-based Parent and Teacher organizations, and district-wide parent recognition programs

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

### 2015-2016 Family and Community Engagement Narrative

#### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	48	Maintain a safe and supportive environment. Provide appropriate professional development. Include teachers in the decision making process.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	6	Maintain a safe and supportive environment. Provide appropriate professional development. Include teachers in the decision making process.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications	0	

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

	Number & Percent	Description of Strategy to Retain HQ Staff
required by ESEA (education, ParaPro test, portfolio assessment)*	0%	

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Central office is responsible for attracting highly-qualified teachers.	<b>Central Office-Human Resources</b>
A mentoring Program is in place to provide assistance to new teachers.	<b>Dept. Chairs./Supervisor</b>

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible